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SOCIAL STUDIES

# Canada

The Land, Histories, and Stories

## Home Instructor's Guide and Assignment Booklet 8A

### Module 8

## Visit the Land of the Midnight Sun



Grade 5 Social Studies  
Module 8: Visit the Land of the Midnight Sun  
Home Instructor's Guide and Assignment Booklet 8A  
ISBN 978-0-7741-2961-9

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**Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

| This document is intended for |   |
|-------------------------------|---|
| Students                      | ✓ |
| Teachers                      | ✓ |
| Administrators                |   |
| Home Instructors              | ✓ |
| General Public                |   |
| Other                         |   |



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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# Module 8: Visit the Land of the Midnight Sun

## Overview

Your student, along with Hugo Lam from Hong Kong International School in China, visits a land overflowing with mountains, boreal forests, spongy muskeg swamps, permafrost, and great rivers. With Hugo's host family, the Mercredis, and classmate Grace White, your student meets First Nations people, Inuit people, cheechakos and sourdoughs, trappers, traders, miners, dreamers, schemers, and a NWMP officer.

The student better understands and appreciates the physical geography, environment, and natural resources of Canada's Far North and learns how these factors affect the quality of life for citizens in this region of Canada.

## Assessment

This is how the marks for Module 8 are distributed:

### Assignment Booklet 8A

|                      |                 |
|----------------------|-----------------|
| Chapter 1 Assignment | 10 marks        |
| Chapter 2 Assignment | 8 marks         |
| Chapter 3 Assignment | 15 marks        |
| Chapter 4 Assignment | 15 marks        |
| Chapter 5 Assignment | 15 marks        |
| Chapter 6 Assignment | 15 marks        |
| Chapter 7 Assignment | 12 marks        |
| Chapter 8 Assignment | <u>15 marks</u> |
| Total                | 105 marks       |

### Assignment Booklet 8B

|                       |                 |
|-----------------------|-----------------|
| Chapter 9 Assignment  | 15 marks        |
| Chapter 10 Assignment | 4 marks         |
| Chapter 11 Assignment | 9 marks         |
| Chapter 12 Assignment | 10 marks        |
| Chapter 13 Assignment | 12 marks        |
| Chapter 14 Assignment | 10 marks        |
| Chapter 15 Assignment | 10 marks        |
| Chapter 16 Assignment | <u>15 marks</u> |
| Total                 | 85 marks        |

## Field Trips and Speakers

Field trips and guest speakers can enrich your student's experience and help reinforce concepts. This module provides several opportunities for both.

The following are suggested field trips for Module 8:

- a visit to the Glenbow Museum in Calgary and a tour of the First Peoples of the Four Directions exhibit
- a visit to the Glenbow Museum on the Internet and a look at the online exhibits
- a visit to Fort Edmonton or a similar restored fort and a particular look for NWMP artifacts and information
- a museum that would include artifacts or information concerning the Klondike gold rush
- an excursion to take the student panning for gold

Arrange for guest speakers to discuss stories and history of the following:

- the Klondike gold rush
- someone who has hiked the Chilkoot Trail
- someone who has lived or worked in the Arctic
- an Inuit Elder

## Supplemental Reading

These are books your student might enjoy to supplement the topics covered in Module 8. Some of the reference books are not written at a Grade 5 student's reading level, so you may need to provide assistance with vocabulary and concepts.

- *Breaking Trail*, by Joanne Bell, Groundwood Books, 2005.
- *Caribou: Wanderer of the Tundra*, by Tom Walker, Graphic Arts Centre Publishing Company, 2000.
- *Chilkoot Trail: Heritage Route to the Klondike*, by David Neufeld & Frank Norris, Lost Moose Publishing, 2005.
- *Early Days on the Yukon*, by William Ogilvie, Wolf Creek Books Inc., 2002.
- *Frontier Spirit: The Brave Women of the Klondike*, by Jennifer Duncan, Doubleday Canada, 2003.
- *Land of the Midnight Sun*, by Ken S. Coates & William R. Morrison, Hurtig, 1988.
- *The Canadian Encyclopedia: 'Yukon Territory'*, McClelland and Stewart, 2000.
- *Yukon Photographs*, by Richard Hartmier, Whitecap Books, 2001.
- *Yukon*, by Trudie BonBernard, Nelson, 2004.
- *Exploring Canada—Yukon Territory*, by Steven Ferry, Lucent Books, 2002.
- *Symbols of the Arctic: The All About Series*, by Barb McDermott and Gail McKeown, Nelson 2001.
- *The Arctic: The All About Series*, by Barb McDermott and Gail McKeown, Reidmore Books Inc., 1999.
- *Yukon: The All About Series*, by Barb McDermott and Gail McKeown, Reidmore Books Inc., 1999.
- *Nunavut: The All About Series*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *Northwest Territories: The All About Series*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.
- *Iqaluit: The All About Series*, by Barb McDermott and Gail McKeown, Reidmore Books, 1999.

# Websites

The following websites may contain useful information for Module 8:

- <http://www.learnalberta.ca>
- <http://atlas.gc.ca/>
- <http://www.cgkids.ca/cgkids/>
- <http://www.pc.gc.ca/>
- <http://history.cbc.ca/>
- <http://www.writeyukon.com>
- <http://www.gov.yk.ca>
- [http://www.questconnect.org/ak\\_home.htm](http://www.questconnect.org/ak_home.htm)
- <http://www.beringia.com>
- <http://www.arcticwebsite.com>

## Chapter 1: To the Land of the Midnight Sun

### Objective

The student explores the diversity of geographic phenomena in Canada by focusing on important facts about Yukon's people, mammals, and birds through the eyes of Hugo Lam.

### Instructional Strategies

With your student, use an atlas to locate the major mountain ranges that almost encircle the territory and the Yukon River that winds through its heart. Discuss with the student the diversity of peoples who made the Yukon their home, including First Peoples who, according to stories, have always lived there; prospectors who came during the gold rush; and archaeologists who fly north every summer in search of ancient bones and stones. Finally, explore with the student the people who today make the Yukon their home, including adventurous immigrants who experience the Canadian North for the first time, like Hugo, and return to stay.

The student will share with you some of the facts about the Yukon given in this chapter. The facts given in this chapter are based on 2006 statistics. For more complete statistics, visit the Statistics Canada website or the Yukon government website at <http://www.gov.yk.ca/facts/index.html>.

At the end of the chapter, the student works in Assignment Booklet 8A.

## Chapter 2: Not a Moose in Sight!

### Objective

This chapter introduces the student to Hugo's host family and touches on the history of the people who live in the Yukon and how looks at the Yukon got its name.

### Instructional Strategies

In this chapter there are two video segments for the student to view on the Grade 5 Social Studies Multimedia CD 3. One is titled "Sam Steele" and the other is titled "As the Crow Flies." You may wish to preview these segments to determine their suitability for your student.



At the end of the chapter, the student works in Assignment Booklet 8A. You may need to provide support for research the student is assigned to do about Sam Steele.

## **Chapter 3: From a Giant's Backbone**

### **Objective**

This chapter introduces the student to the geographic regions of the Yukon and the mountain ranges of the region.

### **Instructional Strategies**

With your student, locate the major mountain ranges in the Yukon, including Saint Elias, Ogilvie, Richardson, Selwyn, and Mackenzie (also known as Backbone Ranges). As the student works through the chapter, discuss the physical characteristics of each range and their powerful impact on the Yukon's earliest inhabitants and its European explorers, as well as more recent arrivals.

Discuss—with your student— what impact the arrival of Europeans had on the First Peoples.

At the end of the chapter, the student works in Assignment Booklet 8A.

## **Chapter 4: A Great River at Its Heart**

### **Objective**

This chapter explores how bodies of water affect the quality of life in northern Canada by focusing on the vastness of the Yukon River and its importance to peoples who lived in diverse communities along its shores.

### **Instructional Strategies**

Display a detailed map of lakes and rivers that feed the Yukon River and the communities it passes by, and be sure your student has access to a current atlas. As the student works through the chapter, assist with locating bodies of water that feed the Yukon and communities that were built along its shores. Discuss the history of individuals like HBC trader Robert Campbell, who built a trading post at Fort Selkirk, and the First Peoples traders who objected when he tried to cut into their trade.

At the end of the chapter, the student works in Assignment Booklet 8A.

### **Websites**

After your student completes the assignment, you can check out some interesting websites. The history of George Johnston, a successful Tlingit hunter and trapper, is found at <http://www.gjmuseum.yk.net/>.

Lake Laberge and the fictionalized cremation of Sam McGee is covered at <http://www.arcticwebsite.com/ServiceCremationHistory.html>.

The communities along the Yukon River can be explored at [http://www.chrs.ca/Rivers/Yukon/Yukon\\_e.htm](http://www.chrs.ca/Rivers/Yukon/Yukon_e.htm).

## **Chapter 5: Yukon Landforms and Another Great River**

### **Objective**

The chapter begins with a review of the lowlands, mountains, and plateaus of the Yukon and then goes on to investigate and research the Mackenzie River in the Northwest Territories.

### **Instructional Strategies**

Assist the student with locating information about the Mackenzie River by using an atlas, the Internet, or books and encyclopedias. Discuss with the student the significance of the Mackenzie River and the Mackenzie Delta to the exploration, settlement, and development of Canada's North.

At the end of the chapter, the student works in Assignment Booklet 8A.

## **Chapter 6: Beringia**

### **Objectives**

This chapter explores how paleontology and archaeology contribute to an understanding of the story of the Yukon's earliest hunters by touching on prehistoric animals that were their main food source and how more than 40 species disappeared.

### **Instructional Strategies**

With your student, discuss how scientists revise their knowledge as they compare new findings in bones and artifacts at sites such as the Bluefish Caves and sites scattered throughout regions of the Yukon and the north. Better technologies offer new light and interpretations on these archaeological finds.

At the end of the chapter, the student works in Assignment Booklet 8A. Assist the student with locating information about one of the prehistoric animals. Select an appropriate animal to research based on available information.

### **Websites**

If time permits, help the student go further in an investigation of Beringia at the following websites:

- <http://www.beringia.com/>
- <http://www.nps.gov/akso/beringia/whatisberingia2.htm>

## **Chapter 7: A Raven Cried**

### **Objectives**

This chapter introduces the student to some First Nations stories to understand how oral traditions are sources of knowledge, history, and beliefs.



## Instructional Strategies

With your student, read “How Raven Brought Light to the World” and discuss the importance of Raven as a symbol to the First Nations people in this area of Canada. Also, discuss how First Nations people used stories to explain the relationship of people and nature.

With your student, brainstorm how elements of the story may explain cyclical times of midnight sun followed by the endless darkness of winter.

You may wish to further investigate the stories that involve Raven (Crow) by doing a general search on the Internet or by visiting a library to locate books such as *Crows: Encounters with Wise Guys*, by Candace Savage, Greystone Books, 2005.

At the end of the chapter, the student works in Assignment Booklet 8A.

## Chapter 8: Where Caribou Cross

### Objectives

This chapter explores the unique way of life of Gwich'in hunters, their relationship with caribou, and how their historic land agreement resulted in the creation of Vuntut National Park.

### Instructional Strategies

With the student, reflect on the importance of caribou to First Nations people and Inuit people of the North. Discuss the knowledge gathered over thousands of years about calving places, places of crossing, and the best times to hunt the animals and how they pass this knowledge on to modern generations. Compare hunting methods and the use of caribou with the methods employed by bison hunters who lived on the prairies of Western Canada.

If you can borrow “Being Caribou” from the National Film Board, this would be an excellent time to view it. To learn more about caribou, do a general search on the Internet or go to the Parks Canada website and follow the links to Vuntut National Park of Canada.



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# ASSIGNMENT BOOKLET 8A

Grade 5 Social Studies  
Module 8: Chapters 1–8

## Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

## FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

## FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

## Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.



# INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

## Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

## FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

## E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.



GRADE 5



SOCIAL STUDIES

# Canada

The Land, Histories, and Stories

## Assignment Booklet 8A

### Module 8

## Visit the Land of the Midnight Sun



## FOR TEACHER'S USE ONLY

### Summary

|                      | Total Possible Marks | Your Mark |
|----------------------|----------------------|-----------|
| Chapter 1 Assignment | 10                   |           |
| Chapter 2 Assignment | 8                    |           |
| Chapter 3 Assignment | 15                   |           |
| Chapter 4 Assignment | 15                   |           |
| Chapter 5 Assignment | 15                   |           |
| Chapter 6 Assignment | 15                   |           |
| Chapter 7 Assignment | 12                   |           |
| Chapter 8 Assignment | 15                   |           |
|                      | 105                  |           |

### Teacher's Comments

Grade 5 Social Studies  
Module 8: Visit the Land of the Midnight Sun  
Assignment Booklet 8A

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|                               |   |
|-------------------------------|---|
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| Students                      | ✓ |
| Teachers                      | ✓ |
| Administrators                |   |
| Home Instructors              | ✓ |
| General Public                |   |
| Other                         |   |



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- Tools4Teachers, <http://www.tools4teachers.ca>

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ASSIGNMENT BOOKLET 8A

GRADE 5 SOCIAL STUDIES: MODULE 8

CHAPTER 1 ASSIGNMENT TO CHAPTER 8 ASSIGNMENT

This Assignment Booklet is worth 105 marks out of the total 190 marks for the assignments in Module 8. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

10

8

Chapter 1 Assignment: To the Land of the Midnight Sun

1. Hugo drew a chart for some of the facts he gathered. Use Hugo's facts to complete the chart below.

| Facts About the Yukon       |  |
|-----------------------------|--|
| Two Geographic Facts        |  |
| One Fact About Mammals      |  |
| One Fact About Birds        |  |
| Two Facts About Communities |  |
| Two Facts About People      |  |

2

2. Explain why this part of Canada is called The Land of the Midnight Sun.



Turn to Chapter 2 in the Module 8 Student Module Booklet.

8

**Chapter 2 Assignment: Not a Moose in Sight!**

Use an encyclopedia and reference books, review the Social Studies 5 Multimedia CD 3, or do a search on the Internet to gather information about Sam Steele. Use the headings in the graphic organizer below to organize your research. When you have gathered the information, select the most important points to enter into the graphic organizer below in point form.

**Sir Samuel Benfield Steele**

| <b>Early Life</b>  | <b>Life in the Police Force</b>  |
|--|--|
| <ul style="list-style-type: none"><li>•</li><li>•</li></ul> <p>(2 marks)</p> | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> <p>(2 marks)</p> |

**Sam Steele**

| <b>Military Career after NWMP Service</b>                                    | <b>What Sam Steel Stood for</b>  |
|--|--|
| <ul style="list-style-type: none"><li>•</li><li>•</li></ul> <p>(2 marks)</p> | <ul style="list-style-type: none"><li>•</li><li>•</li></ul> <p>(2 marks)</p> |



Turn to Chapter 3 in the Module 8 Student Module Booklet.

15

### Chapter 3 Assignment: From a Giant's Backbone

Answer the following questions in complete sentences.

3

1. Which three geographic regions are found in the Yukon?

---

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2

2. Describe the physical features of the region with the largest land mass in the Yukon.

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2

3. What are pingos?

---

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---

2

4. What physical features are the Saint Elias Mountains known for?

---

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⑥

5. Pick one mountain range reported on in Chapter 3, and fill in the following chart in point form.

| Name of Mountain Range | Location | Origin of Name | Main Features |
|------------------------|----------|----------------|---------------|
|                        |          |                |               |



Turn to Chapter 4 in the Module 8 Student Module Booklet.

15

8

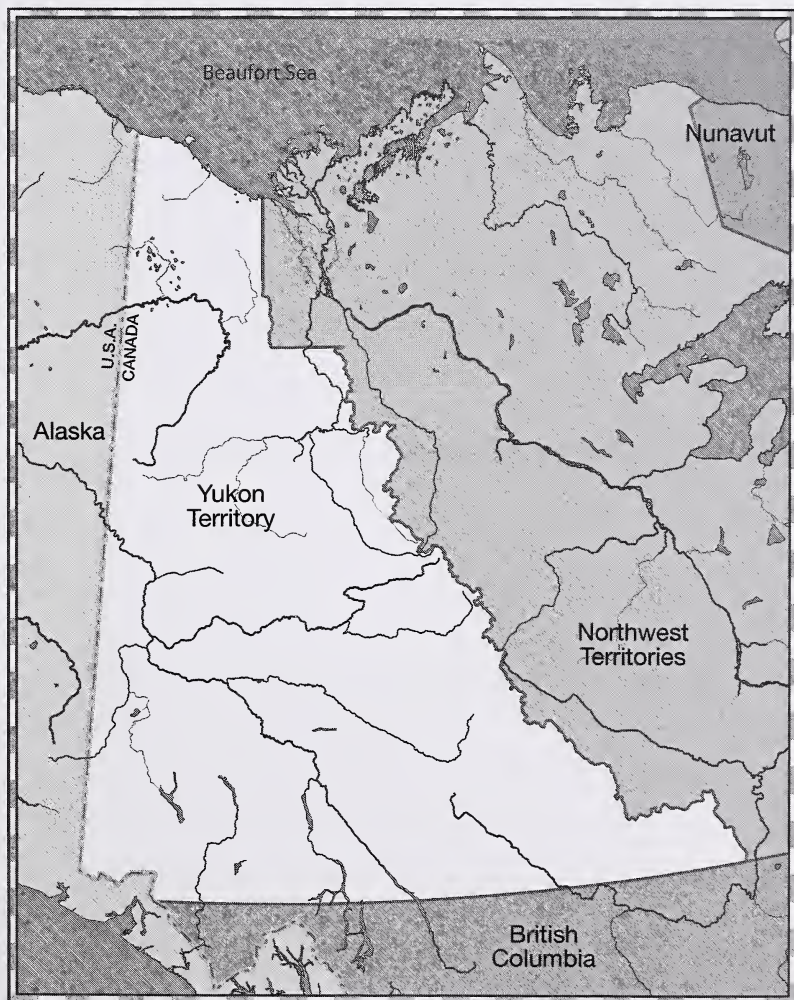
**Chapter 4 Assignment: A Great River at Its Heart**

1. a. Label these rivers and lakes on the following map:

- Yukon River
- Teslin River
- Pelly River
- Stewart River
- Klondike River
- White River
- Tagish Lake
- Bennett Lake
- Teslin Lake
- Lake Laberge
- Atlin Lake

b. Label these communities on the following map:

- Whitehorse
- Tagish
- Bennett
- Dawson City
- Carmacks



ADAPTED FROM MAP RESOURCES

②

2. Give two outstanding facts about the Yukon River.

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⑤

3. How did the Yukon River and the Yukon Territory get their names? Include the various spellings in your answer.

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Turn to Chapter 5 in the Module 8 Student Module Booklet.

15

**Chapter 5 Assignment: Yukon Landforms and Another Great River**

1. Give two facts about the Mackenzie River.

2

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2

2. What is a delta?

---

---

4

3. Explain how the Mackenzie River got its name.

---

---

---

---

3

4. What are three major lakes in the Mackenzie River system?

---

---

4

5. Name four communities along the Mackenzie River from its beginning in the Great Slave River to the Arctic Ocean.

---

---



Turn to Chapter 6 in the Module 8 Student Module Booklet.



15

## Chapter 6 Assignment: Beringia

5

1. What is Beringia, and what purpose did it serve?

---

---

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---

10

2. Hugo was introduced to a number of prehistoric animals that paleontologists have found remains of in the Canadian Far North. Select one of the animals listed below to research. Use the Internet or encyclopedias or reference books to find information about the animal. Make notes about the description of the animal. Include such details as size, features, and adaptations. Use your research notes to write a descriptive paragraph about the animal. Write the final copy of your paragraph below, or use a computer with a word-processing program to write the paragraph.

- Jefferson's Ground Sloth
- Woolly Mammoth
- American Mastodon
- North American Short-Faced Bear
- Giant Beaver
- American Scimitar Cat
- Yukon Horse
- Ice Age Yukon and Alaskan Camel

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your answer on the following page.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Turn to Chapter 7 in the Module 8 Student Module Booklet.



15

4

**Chapter 8 Assignment: Where Caribou Cross**

1. You learned in this chapter about the porcupine caribou that migrate through the Northwest Territories, the Yukon Territory, and into Alaska. Tell about two unique characteristics of caribou that make them adapted to the northern regions where they live.

---

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5

2. Use the Annual Cycle of Events of Porcupine Caribou chart in the Student Module Booklet to answer the following questions.

a. In what months does the spring migration occur?

---

b. When does calving occur?

---

c. What is the post-calving aggregation?

---

d. What is the rutting period, and when does it occur?

---

---

e. Why is wintering difficult on the caribou?

---

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Go to the Grade 5 Social Studies Multimedia CD 1, and locate the segment titled "Geographic Regions of Canada." Click on "Arctic Lowlands" to answer the following questions.

2

3. a. Where are the Arctic Lowlands located?

---

---

---

2

- b. What kind of landscape makes up this region?

---

---

---

2

- c. How does this region affect weather patterns?

---

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Turn to Chapter 9 in the Module 8 Student Module Booklet.